

R E P O R T R E S U M E S

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AN EXPERIMENT IN SPEECH INSTRUCTION BY AUDIO TAPES WITH
WORKBOOK.

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THE EFFECTIVENESS OF USING TAPE-RECORDED LECTURES AS A
PART OF AN INSTRUCTIONAL PROGRAM IN SPEECH WAS INVESTIGATED.
SPECIFIC QUESTIONS RAISED WERE--(1) CAN TAPE-RECORDED
LECTURES BE UTILIZED AS A MEANS OF IMPROVING EFFICIENCY AND
QUALITY, (2) CAN THE RECORDED LECTURES LAST THE LENGTH OF
USUAL CLASS PERIODS, (3) WILL WORKBOOKS IMPROVE STUDENT
INTEREST WHILE THE TAPES ARE PLAYED, AND WILL LISTENING TO
RECORDINGS OF ONE'S OWN SPEECHES IMPROVE SPEAKING ABILITY.
FOUR BEGINNING SPEECH CLASSES WERE SET UP FOR THE RESEARCH.
PLACEMENT OF STUDENTS WAS ON A RANDOM BASIS. IN TWO SECTIONS,
STUDENTS (31) WERE TAUGHT BY PREPARED TAPES ONE TIME A WEEK.
THE STUDENTS ALSO RECORDED THEIR CLASSROOM SPEECHES AND
LISTENED TO THEM LATER ALONG WITH A TEACHER'S EVALUATION. IN
THE OTHER TWO SECTIONS, STUDENTS HEARD NO RECORDINGS. A GROUP
OF STUDENTS NOT ENROLLED IN SPEECH SERVED AS A CONTROL GROUP.
THE STUDENTS WERE RATED BY A PANEL OF THREE JUDGES, BY THEIR
TEACHERS, AND BY FELLOW STUDENTS ON ONE SPEECH AT THE
BEGINNING OF THE SEMESTER AND ANOTHER AT THE END OF THE
SEMESTER. QUESTIONNAIRES WERE ALSO ADMINISTERED. IT WAS FOUND
THAT (1) TAPE-RECORDED LECTURES WITH WORKBOOKS WERE EQUALLY
EFFECTIVE WITH THE CONVENTIONAL METHOD (LECTURING), (2) THE
WORKBOOK PLAN ENABLED INTEREST TO BE MAINTAINED FOR A LONGER
PERIOD OF TIME, AND (3) NO EVIDENCE WAS OBTAINED AS TO
POSITIVE VALUE IN STUDENTS HEARING THEIR OWN SPEECHES. (JC)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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AN EXPERIMENT IN SPEECH INSTRUCTION
BY AUDIO TAPES WITH WORKBOOK

Cooperative Research Project No. 2574

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1965

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PREFACE

The author of this report wishes to express appreciation to those who assisted in the many aspects of this experiment. His colleagues, Ron Bever and Darrel Alexander, taught the classes used for the experiment and provided assistance in many other ways. Sue Vaughn and Phil Watson assisted in judging speeches. Walter Daugherity made a particularly valuable contribution to the project by his work in the statistics and computer computations. Student assistants Bud Ross, James Begin, Janet Thacker, and Judith Mansur played recordings and helped keep records for the project. Roberta Bachmann, Doris Williams, and Marilyn Bradbury served in various secretarial capacities.

Special thanks is also due the two consultants who helped with various phases of the program: Dr. Waldo Braden, Chairman, Department of Speech, Louisiana State University, and Dr. Roger Nebergall, Chairman, Department of Speech, University of Oklahoma.

The writer also wishes to acknowledge the assistance provided from the U.S. Office of Education which made funds available for this project.

PROBLEM

Higher education today is faced with the need to find ways of teaching more students more effectively at less cost. Present and anticipated enrollments along with the difficulty of finding qualified teachers underscore the need for finding more efficient methods for college instruction.

Already a number of methods for making the teacher more productive are being tested and used. Large classes, televised instruction, programmed instruction, independent study, and teaching assistants for grading and laboratory are among the better known answers being proposed to make the teacher more productive.

Another method for improving teacher-utilization is the use of audio-tape recordings. While tape recording is commonly used as a visual aid or in language laboratory applications, its use in presenting portions of course content is just beginning to be explored.

Some of the possible advantages of this method are obvious:

1. the required equipment for both the preparation of audio tapes and their use is relatively low in cost;
2. tape recordings are less difficult to prepare than some other types of materials;
3. once prepared, tape recordings can be re-used many times, thus affecting a considerable economy;

4. individual student needs can be met through the ease with which audio tapes can be played as necessary;
5. an abundance of audio recordings are already available and can be utilized as a part of such programs.

Before these advantages can be gained through the widespread use of audio-taped lectures, however, the effectiveness of this method of instruction must be tested by comparison with the more traditional methods.

Since the beginning course in public speaking presents particular difficulty in making efficient use of teaching manpower, speech was selected as the problem area for this experiment. In order to provide sufficient time for student speeches, class size in the first course in speech is usually held at approximately 20 students, thus limiting a teacher to a total of 100 students in five classes. If one class lecture per week, or a total of 16 lectures per semester, were tape recorded and played without requiring the teacher's presence, a teacher could, then, meet students two hours a week instead of three. Thus with the same expenditure of time, a teacher could serve 160 students compared with 100 under the conventional method. The increase in productivity is obvious, but is the method effective?

OBJECTIVES AND HYPOTHESES

The first objective of this study is to test the relative effectiveness of using tape recorded lectures as a part of the program of instruction

in a college level course in speech. Can tape recorded lectures be utilized as a means of improving efficiency while retaining or improving quality? Can the recorded lectures last the length of usual class periods? Will an accompanying workbook containing exercise material and visual aids improve student interest while the tape recordings are played?

A second objective of this project is to determine whether students will make greater improvement in speaking ability by listening to recordings of their own speeches.

This project, therefore, attempts to test the following hypotheses:

1. Students will retain more of the principles of effective speaking when taught by a taped lecture with workbook response than from the "conventional" method of regular classroom lecture.
2. Students will acquire greater skill in speaking when taught by the audio tapes and listening laboratory than when taught by the conventional lecture method with occasional classroom speeches.

RELATED RESEARCH

Extensive research has been done on many of the methods for improving the quality and quantity of work which the teacher can achieve, but not much has yet been done on the effectiveness of tape recorded lectures. Those studies discovered which have the most connection with this project are reported below.

James W. Popham of Kansas State College of Pittsburg, Kansas, has completed a study called Tape Recorded Lectures in the College

Classroom: An Experimental Appraisal (USOE Project No. 474).

He reports that (1) there are no significant differences in results between those who heard the tapes and those who heard the lecture; and (2) in general the student opinions of the taped lectures were favorable.

Ruth I. Golden of the Detroit Public Schools found taped lessons to be superior to reading material in changing a pronunciation pattern (USOE Title VII Project No. 559). Roland E. Johnston, Jr. of the Drexel Institute of Technology (USOE Project No. 240) found that students who heard "conventional" lectures made somewhat greater achievement than those who heard tape recorded lectures accompanied by poster-size visual aids.

In a recent development, Dr. S. N. Postlethwait, Professor of Botany at Purdue University, has found tape recorded material to be effective as part of a botany laboratory program. The use of audio tapes in the language, typing, and shorthand laboratories, of course, has been demonstrated widely.

No research has been discovered by the author, however, on the effectiveness of tape recorded lectures of full class-period length with a companion workbook for simultaneous responses.

PROCEDURE

Preparation of Materials. Prior to the beginning of this project while the author made the recordings heard once a week by these two in the summer of 1963, the author spent about one and a half months

preparing 16 tape recorded lectures for the beginning speech course. These lectures average 45 minutes in length and cover the basic course content on the principles of effective public speaking. To accompany these tapes and for use while listening to them, he also prepared a 91-page workbook. This workbook provides some organization for notetaking, but, in addition, includes blanks to be filled in, questions to be answered and exercises to be done while the tape is running or during brief periods of silence on the tape. The workbook also contains charts, outlines, lists, and other visual aids for the student to look at while listening.

These materials were used successfully in the beginning speech classes at Oklahoma Christian College during the 1963-64 school year, but no research was conducted on their effectiveness at that time.

Plan for the Experiment. After receiving approval of a grant from the Cooperative Research Program of the U. S. Office of Education, an experiment was set up for the fall semester of the 1964-65 school year.

1. Groupings for the Experiment. Four beginning speech classes were set up for the research. Placement of students in these four sections was on a random basis and two, designated as A and B, were taught by the tape recordings one time a week. The 31 students in these two sections also recorded their classroom speeches and listened to them later with a teacher's evaluation of the speech before them. While the author made the recordings heard once a week by these two

sections, the other two class meetings each week were taught for one section by Darrel Alexander and for the other by Ron Bever.

The other two sections, designated as Y and Z, also were taught by Bever and Alexander. Students in these classes heard no tape recordings and recorded no speeches; the teacher of the class rather did all the lecturing and made written and oral criticisms of the speeches. The outline of the material covered by the tapes in sections A and B was followed in presenting material to sections Y and Z.

A group of students not enrolled in a speech course at all, designated as C, was used in certain testing procedures as a control group.

2. Pretest and Posttest. In order to measure the amount of improvement in the knowledge of the principles of public speaking, a test of 66 items was devised (see Appendix II). This test was administered initially to all students in sections A, B, Y, and Z. In addition, the same test was also given to group C, those not taking speech at all.

At the end of the course, the same test was administered to the same students to determine the change in their knowledge of the principles of speaking covered by the course.

3. Judging of Speeches. In order to determine the amount of improvement made in speaking ability during the course, a panel of three judges was used to judge a speech by each student in sections A, B, Y, and Z at both the beginning and ending of the course. These judges, all teachers of speech with several years experience, rated

each student speech on a scale of 1 to 12. These judges did not know which sections the students were in.

In addition to the three judges, the teacher of each student also rated the same two speeches. The other students in the class also rated each student on the same two speeches.

In sum, the student was rated by the panel of three judges, by his teacher, and by his fellow students on one speech at the first of the semester and another at the end of the semester.

4. Questionnaires. At the beginning of the course, each student completed a questionnaire giving personal data such as classification, home state, amount of high school experience in speech activities and classes, and size of high school (see Appendix III).

At the end of the course, students in all four sections completed another questionnaire asking their response to various methods and procedures of the course. They were also asked to rank by importance nine items which might have affected their development during the course (see Appendix IV).

5. Other Data. Other data on each student was gathered from his school records: ACT scores, high school grade point average, college grade point average, and the grade in the speech during the experiment.

ANALYSES OF THE DATA AND FINDINGS

Pretest and Posttest Results. The following table shows the results of the pretest and posttest administered to AB, the students whose instruction included the tape recordings, and to YZ, the students who did not hear the tapes. The grades of group C, those who did not take speech at all, are also shown.

Table 1

Pretests and Posttests

		AB Tapes	YZ No-Tapes	ABYZ Total	C No-Speech
Pretest	Number	30	30	60	27
	Mean	32.27	30.77	31.52	34.70
	Std. Dev.	6.44	6.01	6.28	4.21
Posttest	Mean	44.23	43.83	44.03	35.07
	Std. Dev.	4.48	5.65	5.11	5.23
Improvement	Mean	11.97	13.07	12.52	0.37
	Std. Dev.	5.28	4.70	5.02	6.34

From the above data, it may be noted that all three groups, AB, YZ, and C, made near the same initial score on the pretest. The small variation was well below a significant level.

On the posttest, group C, those not taking speech, scored very nearly the same score as on the pretest--34.70 compared with 35.07. Both speech groups, however, made a highly significant improvement between the pretest and posttest. The students who heard the tapes, AB,

had an initial score of 32.27 out of 66, while on the posttest they scored 44.23. The non-tape group, YZ, scored 30.77 initially compared with a posttest score of 43.83. Neither the fact that AB scored .40 points higher on the posttest nor that YZ made 1.10 points greater improvement is significant.

Speech Rating Results. Table 2 shows the combined rating of the three judges and the teacher for each student on the following scale: 1-3, poor; 4-6, fair; 7-9, good; 10-12, superior. The first speech was given near the beginning of the semester, and the last near the end. Group AB heard recordings of their own classroom speeches while group YZ did not.

Table 2

Speech Rating Results

		AB	YZ	Total
First Speech	Number	31	32	63
	Mean	5.19	5.08	5.13
	Std. Dev.	1.61	1.20	1.42
Last Speech	Mean	6.71	6.95	6.83
	Std. Dev.	1.06	1.20	1.42
Improvement	Mean	1.52	1.87	1.70
	Std. Dev.	1.66	1.55	1.52

From Table 2 it may be observed that both groups showed improvement in their ratings with an average increase of 1.70. The fact that the YZ group, those who did not record their speeches, outgained the AB group by .35 of a point is not statistically significant.

Student Preference for Tape-Workbook or Conventional Lectures.

Since only those students in the AB group had the opportunity to evaluate the tape-workbook method in comparison with the regular lecture method used in their other classes, only the AB group was in position to express their view on a course taught in this way. Of the 31 students in this group, 26, or 84 percent, preferred the tape-workbook plan. Two, or 6 percent, expressed no preference, while three, or 10 percent, stated they would prefer the conventional lecture.

These percentages are very similar to those obtained from students after the first semester the tapes were used, a year prior to this experiment. At that time 87, or 81 percent, indicated they would prefer a course which utilized tape recorded lectures with a workbook. In the same survey, nine, or 8 percent, had no preference and 12, or 11 percent, indicated they preferred the traditional lecture only.

Other Data Gathered. Although not a part of the original plan, some other data of interest has been gathered.

1. Comparison of speech grade with both high school and college grades. The grade of the students who completed the sections A, B, Y, and Z was compared with both their high school and their college grade point average in all subjects. The purpose of this comparison was to determine the degree of similarity between a student's grades in other subjects and his grade in speech.

Table 3

Correlations Between Speech Grade
And High School and College Grade Point Average

	AB	YZ	Total	Significance at	
				95%	99%
Speech Grade and High School Grade Point Average	.255 n 27	.550 29	.402 56	.222	.310
Speech Grade and College Grade Point Average	.747 n 31	.824 32	.789 63	.209	.293

The correlation between the high school grades and the college speech grade (.402) is well above the level required to presume that there will be a similarity in 99 cases out of 100 (.310). The .789 correlation between the college grade point average and the speech grade, however, is much higher, and is a highly significant correlation.

2. Comparison of College Speech Grades With ACT Test Scores.

To provide information which might be useful in sectioning speech classes for more homogeneous grouping, the final speech grade was compared with both the composite ACT score and the English ACT test score.

Table 4

Correlation Between Test Scores and Final Speech Grade

	AB	YZ	Total	Significance at	
				95%	99%
Final Speech Grade	.517	.351	.362	.226	.316
And ACT Composite	n 25	29	54		
Final Speech Grade	.542	.424	.448	.220	.307
	n 26	31	57		

Both the ACT composite score and the ACT English score show a significant correlation with the final speech grade. Of the two, however, the ACT English score has a considerably higher correlation.

When the results of Table 3 and Table 4 are combined in a multiple correlation, the correlations are improved somewhat. The correlation between the speech grade and the combined results of high school grade point average and the ACT composite is a .454. The correlation between the speech grade and the combined results of the high school grade point average and the ACT English is .485. When the ACT English score and the results of the pretest used in this project are combined in a correlation with the final speech grade, the multiple correlation is a .534. All of these are well above the 99 percent significance level (see Appendix I).

3. Comparison of Previous Speech Experience with Final Speech Grade. Since about half the speech students had taken a speech course of some kind in high school, it was possible to compare their records

with those who had not taken a high school speech course. Table 5 is a comparison of those who had high school speech activities outside of class with those who did not.

Table 5
Comparison of Students
Who Took High School Speech Courses or Activities
With Those Who Did Not

	Number	Pretest	Posttest	College Speech Grade	First Speech Rating	Last Speech Rating
Students with H.S. Speech Class	38	32.92	44.00	2.37	5.2	7.0
Students without H.S. Speech Class	25	29.42	44.08	2.28	5.0	6.5
Students with H.S. Speech Activities	36	32.03	43.57	2.49	5.4	7.0
Students without H.S. Speech Activities	25	29.70	43.96	2.12	4.7	6.7

It may be noted that those with either a speech class or speech activities in high school scored somewhat higher on both the pretest and the first speech. At the end of the course, however, the test grades were almost identical. In the case of the speech ratings, those with high school classes and experience also did somewhat better initially. Unlike in the case of the test, however, they tended to retain some of the initial gain in post-speeches.

4. Comparison of Speech Grades by Size of High School. In order to determine whether there would be any significant differences between the speech grades of students from high schools of different size, the students were divided into four groups on the basis of the number enrolled in the high school from which they had come. As shown in Table 6, among these students, there was no significant difference in the grades made by students from different size high schools.

Table 6

Comparison of Speech Grade with High School Size

<u>High School Size</u>	<u>Number</u>	<u>Average Speech Grade</u>
0-99	11	2.36
100-599	16	2.50
600-1999	15	2.40
2000 and up	18	2.28

5. Elements in the Speech Class Which Students Believed Made the Greatest Contribution to Their Improvement. A list of nine items which were common to both the tape and non-tape group were submitted to the students. They were asked to rank them one through nine according to how each had influenced his progress in the course. Table 7 shows the result.

Table 7

Elements of the Speech Course
Which Students Felt Helped Them Improve,
Ranked in the Order of Decreasing Importance

	AB	Points Rec.	YZ	Points Rec.	Rank	Points Rec.
Actual Experience of Delivering A Speech Before the Class	1	61	1	60	1	121
Receiving the Written Criticism of the Instructor	2	83	2	96	2	179
Having to Turn in Ideas in Outline Form	3	127	3	140	3	267
Lectures Given	4	144	4	145	4	289
Attitude of the Instructor	5	146	5	162	5	308
Attitude of the Class Toward the Student When Speaking	7	157	6	176	6	333
Practice on the Speech Outside the Classroom	6	154	7	186	7	340
Weekly Quizzes Over Lectures	8	160	8	215	8	375
Studying the Textbook	9	228	9	260	9	488

These results show that there was no significant difference in the ranking by the students of the common elements in the two methods of teaching the speech course.

It should be noted that in the tabulation of these ratings the actual experience of giving speeches stood out far above the others as number one and the written criticism by the teacher was easily number two. Items three through eight did not differ too widely, but studying the

textbook was clearly in last place, being rather widely separated from the others.

CONCLUSIONS AND IMPLICATIONS

1. The tape recorded lectures with the accompanying workbook appear to be equally effective with the conventional lecture for imparting the basic course content in speech courses. Both methods of presentation resulted in a highly significant improvement between the pretest and posttest as compared with the control group.

The 66-item test given at the beginning and end of the program appears to have been a valid instrument for measurement. Its validity is demonstrated by: (1) the .550 correlation between the posttest scores and the final grades in the course, and (2) the 40 percent average improvement by the two speech groups compared with only 1 percent increase by those not taking speech.

2. The students in the tape group indicated a strong preference for including the taped lectures with workbooks in a class program rather than doing all the instruction by conventional lecture. With 26 preferring the tape method, three preferring the conventional, and two having no preference, the reaction seems clearly established. It also agrees with a similar study made earlier which also showed about 8 to 1 indicating a preference for the tape-workbook method as a part of a class program.

3. The tape-workbook combination helps to make it possible for tape recordings of 45 minutes in length to receive a satisfactory reaction from students. While this study was not designed to test the length element, it would seem likely that the workbook plan enables interest to be maintained for a longer period of time than the tape alone might allow.

4. The pre and post ratings of the speeches by teachers and judges indicate clearly a tendency for students to improve their ratings during the course of the semester. Of the 63 students, 58 did improve, with only five making the same rating or less. Students who heard recordings of their speeches, however, made a smaller average gain than those who did not--1.52 to 1.87 points. While the amount of this difference in gain cannot be considered significant, this study establishes no evidence for concluding that there is a positive value in students hearing their own speeches. More study should be given to this point since many speech programs are providing a listening laboratory for students to hear recordings of their own speeches.

5. Of the items examined, the best single predictor for the final grade in a speech class would appear to be the ACT English test. The correlation between this score and the final grade was .448. This is particularly interesting because the 1964 ACT Research Report distributed to participating colleges shows only a .428 correlation between the ACT English test and the college English grade. In the group studied in this project, it would appear, therefore, that the ACT

English test is as effective in predicting speech grades as English. When the results of the pretest used in this project are added to the ACT English score, the correlation increases to .534. If a school desired to section speech students according to predicted success in the course, it would appear that the ACT English test and a pretest similar to the one used in this program would be a satisfactory method.

6. Speech classes and speech activities in high school do appear to have some effect on performance in college speech classes. Those with either classes or activities did about three points better on the pretest, but by the time of the posttest, there was no difference.

It does appear significant, however, that the speech ratings for both those with classes and those with activities in high school remained higher at the end of the course. It would seem that the college course served as reinforcement for the previous speech experience, and thus, the previous experiences were of some value. It could not be concluded from this study, however, that sectioning in the beginning college speech class should be made on the basis of high school experience.

7. This study would clearly indicate that, among those involved in this experiment, the size of a student's high school is no advantage or disadvantage in the college speech class.

8. From the student's viewpoint, the actual experience of delivering a speech before the class is, clearly, the most valuable

part of the course. Related to this, the written criticism of the instructor is listed second. The skill gained in outlining and organizing seems also to be one of the important values of the speech class to the student.

The course content as expressed in the lectures, quizzes, and textbook study appears to the student mind to be of value, but not as great a value as the actual experience of giving a speech.

SUMMARY

The use of tape recorded lectures with an accompanying workbook for simultaneous response appears to be a successful method for college instruction. This experiment shows it to be equal in results to a "live" lecture when used as a part of a total instructional program. The student reaction to the method, moreover, is clearly favorable. The tape-workbook plan can also result in considerable savings in teacher time.

The workbook appears to be of significant value in maintaining interest and in providing the opportunity for immediate response. More study should be given to the value of this method as a means of instruction.

APPENDIX I

COMPLETE LISTING OF LINEAR CORRELATIONS IN THE EXPERIMENT

Calculated By Pearson's Product-Moment Method

Single Correlations	A	B	A & B	Y	Z	Y & Z	Total	Levels of Significance	
								95%	99%
Pretest with Posttest	.597 n* 15	.600 15	.585 30	.561 16	.884 14	.677 30	.628 60	.214	.300
Posttest with College GPA	.713 n 15	.345 15	.517 30	.670 16	.646 14	.666 30	.606 60	.214	.300
Speech Grade with College GPA	.824 n 15	.628 16	.747 31	.882 16	.918 16	.824 32	.789 63	.209	.293
Speech Grade with H.S. GPA	.562 n 13	-.214 14	.255 27	.546 13	.893 16	.550 29	.402 56	.222	.310
Speech Grade with Pretest	.407 n 15	.523 15	.473 30	.506 16	.657 14	.515 30	.503 60	.214	.300
Speech Grade with Posttest	.502 n 15	.557 15	.518 30	.645 16	.650 14	.588 30	.550 60	.214	.300

* Within each group n varies slightly because of incomplete data.

		A	B	A & B	Y	Z	Y & Z	Total	Level of Significance	95%	99%
First Speech											
Students' Ratings with Teachers'		.687	.731	.709**	.737	.597	.667**	.688**	.213		.297
n		14	16	30	15	16	31	61			
Last Speech											
Students' Ratings with Teachers'		.564	.485	.585**	.654	.190	.422**	.471**	.214		.300
n		15	16	31	16	13	29	60			
ACT English with College GPA		.798	.349	.609	.778	.576	.663	.638	.220		.307
n		12	14	26	15	16	31	57			
ACT Composite with College GPA		.836	.289	.610	.638	.659	.659	.623	.226		.316
n		11	14	25	13	16	29	54			
ACT English with Speech Grade		.646	.317	.542	.657	.412	.424	.448	.220		.307
n		12	14	26	15	16	31	57			
ACT Composite with Speech Grade		.610	.233	.517	.488	.462	.351	.362	.226		.316
n		11	14	25	13	16	29	54			
Multiple Correlations											
Speech Grade on H.S. GPA and											
ACT English											
n									.485	.224	.313
											55

** These figures are averages of the two preceeding coefficients.

	A	B	A & B	Y	Z	Y & Z	Total	Levels of Significance	
								95%	99%
Speech Grade on H.S. GPA and ACT Composite							.454 54	.226	.316
	n								
College GPA on H.S. GPA and ACT Composite							.754 54	.226	.316
	n								
Speech Grade on ACT English and Pretest							.534 55	.224	.313
	n								

Appendix II

EXAMINATION USED FOR PRETEST AND POSTEST

Completion

1. The power of the speaker's personality to affect an audience is known by the Greek word _____.
2. Emotional appeal is known technically as _____ appeal.

True or False

- ___ 1. Constant changes in objects make it necessary to "date" the symbols used in speaking.
- ___ 2. The higher the level of abstraction, the clearer the meaning.
- ___ 3. Delivery is usually divided into two parts: voice and gestures.
- ___ 4. The term "rhetoric," as it was used in ancient Greece and Rome, meant primarily a study of grammar.
- ___ 5. A person who speaks at 125 words per minute may be just as fluent as the person who speaks at 200 words per minute.
- ___ 6. Gestures of emphasis consist of three parts: the approach, the stroke, and the reaction.
- ___ 7. The best delivery is that which does not call attention to itself.
- ___ 8. There is no inherently "correct" pronunciation of any word in our language.
- ___ 9. Optimum pitch is the highest pitch which a person can achieve with his voice.
- ___ 10. According to recent studies, more time is spent by a person in listening than in speaking and writing combined.
- ___ 11. Studies have shown that most listeners have a difficult time "keeping up" with the speaking speed used by most speakers.
- ___ 12. The terms "articulation" and "pronunciation" are about synonymous in meaning.
- ___ 13. Personal experiences should not be used in a speech.

- ___ 14. Statistics are a form of explanation.
- ___ 15. When a person is in a highly emotional condition, there are physical changes in him that affect his blood.
- ___ 16. If you are trying to persuade an audience, you need to know their attitude toward the subject.
- ___ 17. The conclusion should always present at least one new point.
- ___ 18. A transition should bridge the gap between two points.
- ___ 19. In preparing a speech, the speaker does not need to have a specific audience in mind.
- ___ 20. If it makes you feel uncomfortable to look directly at the members of your audience, it is permissible to look slightly over their heads.
- ___ 21. The reasons why an audience has gathered may affect the evidence which the speaker chooses to present.
- ___ 22. Only the main points of the speech should be included on the outline.

Multiple Choice

- 1. The most basic requirement for an effective delivery is to:
 - (1) study the rules of elocution
 - (2) practice before a mirror
 - (3) have the urge to communicate ideas
 - (4) study the delivery of great orators
- 2. Which of the following four sounds is not supposed to produce a nasal quality:
 - (1) n
 - (2) ng
 - (3) d
 - (4) m
- 3. The following stylistic device used by Winston Churchill in 1947 is an example of
 - (1) simile
 - (2) hyperbole

- (3) metaphor
- (4) personification

"From Stettin in the Baltic to Treste in the Adriatic, an iron curtain has descended across the continent."

4. The first requirement of good style is to make the speech:

- (1) vivid
- (2) clear
- (3) impressive
- (4) dramatic

5. The recollection of impressions reaching our mind through the sense of taste is referred to as:

- (1) tactile imagery
- (2) kinesthetic imagery
- (3) gustatory imagery
- (4) olfactory imagery

6. The first person to write a systematic treatise of rhetoric was:

- (1) Plato
- (2) Aristotle
- (3) Protagorus
- (4) Thucydides
- (5) Demosthenes

7. When the speaker's thoughts and actions affect the listener and the listener's response in turn affects the speaker, this process is called:

- (1) rapport
- (2) feedback
- (3) entropy
- (4) empathy

8. The basic unit called the building block for speeches is composed of:

- (1) an example and a quotation
- (2) a statement and support
- (3) an introduction, body, and conclusion
- (4) the purpose and subject sentence

9. One of the following items is not a synonym for the proposition of a speech:
- (1) subject sentence
 - (2) thesis
 - (3) purpose
 - (4) key idea
10. When supporting material is used to amplify, it is:
- (1) to expand a point to make the speech longer
 - (2) to imprint a point in the minds of the audience
 - (3) incorrect, for a point should not be enlarged beyond its true importance
11. Circle any of the following which are not recognized as forms of support for a proposition:
- (1) quotation
 - (2) explanation
 - (3) research
 - (4) comparison
 - (5) transition
12. Which of the following should be used to divide a proposition into main headings:
- (1) a premise
 - (2) patterns of partition
 - (3) bases of revision
 - (4) parallel form
13. As a rule, a speech should have:
- (1) three main points
 - (2) one to four main points
 - (3) two to five main points
 - (4) three to eight main points
14. In which of the following types of speeches does the speaker need to know the most about the audience:
- (1) entertain
 - (2) inform
 - (3) persuade
 - (4) instruct

15. When adapting your speech to your audience, it is most important to:
- (1) know the groups represented
 - (2) know how the audience feels about each other
 - (3) know how the members of the audience feel physically
16. A speech that has a proper relationship between the parts may be said to have:
- (1) transitions
 - (2) variety
 - (3) ethical appeal
 - (4) unity
17. A speech which is prepared in advance but in which the actual words to be used are left primarily to the time of utterance is classified as:
- (1) extemporaneous
 - (2) pretemporaneous
 - (3) manuscript
 - (4) memorized
 - (5) impromptu
18. Which of the following is generally regarded as one of the principal aspects of a speaking situation:
- (1) the public address
 - (2) the audience
 - (3) the auditorium
 - (4) the lighting
19. Which of the following is regarded as one of the chief functions of the introduction of a speech:
- (1) support for the mainpoints
 - (2) appeal for approval
 - (3) request for action
 - (4) orientation to the subject
 - (5) statement of the key idea of the speech
20. Which of the following is most closely related to transitions:
- (1) concrete
 - (2) center line
 - (3) sign posts
 - (4) stops
 - (5) destination

21. Each of the following brief outlines violates a logical principle of outlining. These principles are listed below. In part B put the number of the principle given which is violated by each in the blank beside it.

A. Principles

1. The outline should be divided on the basis or pattern of one principle only.
2. There should be no overlapping in the outline.
3. Parallel points should be of equal value (significance).
4. Each heading should contain a single idea.
5. Every division should have two or more subheads.
6. Each heading must be a complete sentence.

- B. 1. ____ Proposition: College attendance is valuable.

Development:

- I. It trains one's intellect
- II. It prepares one for a career
- III. It develops one in social graces
- IV. It teaches one to take notes rapidly

2. ____ Proposition: College activities are thrilling.

Development:

- I. The basketball games
- II. The banquets
- III. The graduation exercises

3. ____ Proposition: Colleges are of different types.

Development:

- I. Public colleges receive their support from the state or municipal governments.
- II. Private colleges receive their support from various non-government sources.
- III. Liberal arts colleges teach more than career training.

22. Which of the following forms of support cannot be evidence for proof?

- (1) facts
- (2) quotations
- (3) comparison
- (4) explanation
- (5) typical case

23. Which of the following use of emotional appeals are not proper for speeches:

- (1) visualization of satisfaction
- (2) consideration of emotions
- (3) inflammation of emotions
- (4) stimulation of motives

Matching

Arrange the following items into a logical outline by placing before each the appropriate following symbols: I, II, A, A, B, B, 1, 2, 1, 2

____ The Oklahoma City Symphony presents programs in many cities besides Oklahoma City.

____ A recent survey shows Oklahoma City sales well ahead of last year.

____ Oklahoma City is a city with a growing economy.

____ A new General Electric plant has been built in Oklahoma City.

____ The Oklahoma City Symphony is highly respected.

____ A new Universities Sound plant has been built here.

____ Oklahoma City is a city with many cultural advantages.

____ A number of new manufacturing plants have been built in Oklahoma City.

____ The Oklahoma City Symphony presents a weekly radio broadcast.

____ The Oklahoma City Art Center presents displays from many artists.

Match the following motives to the subject with which it would most likely be useful by placing the numbers in the blanks: (all are not used)

- | | |
|-----------------------|---------------------------|
| ___ Self preservation | 1. Do not steal |
| ___ Social approval | 2. Fishing |
| ___ Affection | 3. Table manners |
| ___ Sex | 4. Yours for only \$10.95 |
| ___ Possession | 5. A fire extinguisher |
| ___ Pleasure | 6. Mother |
| ___ Power | |
| ___ Convictions | |
| ___ Exploration | |
| ___ Worship | |

Appendix III

SPEECH 113 QUESTIONNAIRE

Name _____
last first middle

Male

Sex: Female Age: 16 17 18 19 20 21 22 23 24 25 or over

College Classification:	1st Sem. Freshman	1st Sem. Sophomore
	2nd Sem. Freshman	2nd Sem. Sophomore

1st Sem. Junior	1st Sem. Senior
2nd Sem. Junior	2nd Sem. Senior

Home State: Oklahoma Texas Kansas Missouri Arkansas

New Mexico Louisiana Colorado other

Total enrollment (grades 9 through 12) of high school you graduated from:

Below 100	300 to 399	900 to 1299
100 to 199	400 to 599	1300 to 1999
200 to 299	600 to 899	2000 and over

Approximate size of graduating class: _____

Circle the number of semesters you were enrolled in a high school course which was primarily public speaking:

0 1 2 3 4 5 6 7 8

Circle your average grade in these classes: A B C D F

Circle the number of semesters you were enrolled in a high school course which was primarily oral interpretation of drama:

0 1 2 3 4 5 6 7 8

Circle your average grade in these classes: A B C D F

Circle the number of semesters you debated in high school:

0 1 2 3 4 5 6 7 8

In approximately how many contest debates did you participate?

0 1-5 6-10 11-20 21-50 51-100 over 100

Circle the number of major roles you had in high school plays or musicals:

0 1 2 3 4 5 6 7 8 or more

How many roles did you have in contest plays?

0 1 2 3 4 5 6 7 8 or more

How many extemporaneous speaking contests did you enter?

0 1 2-5 6-10 11-15 16-20 21-30 31-50 over 50

In how many extemporaneous speaking contests did you place either first, second, or third?

0 1 2 3 4 5 6 7 8 or more

How many oratorical contests did you enter?

0 1 2-5 6-10 11-15 16-20 21-30 31-50 over 50

In how many oratorical contests did you place either first, second, or third?

0 1 2 3 4 5 6 7 8 or more

How many poetry reading contests did you enter?

0 1 2-5 6-10 11-15 16-20 21-30 31-50 over 50

In how many poetry reading contests did you place either first, second, or third?

0 1 2 3 4 5 6 7 8 or more

Circle the number of years you were a student council member:

0 1 2 3 4

Circle the number of years you were active in 4-H or FFA speaking events:

0 1 2 3 4 5 6 7 8 or more

Circle the number of times you were a class or club president:

0 1 2 3 4 5 6 7 8 or more

If you were to judge your own ability of communicating ideas to others, would you say you were:

/	/	/	/	/
much below the average student	below the average student	about the same as the average student	above the average student	much above the average student

Appendix IV

STUDENT RESPONSE TO SPEECH 113 TAPES

In order to help us evaluate our new method of teaching Speech 113, we should like for you to complete the following items. This response, of course, does not affect in any way your grade in the course. It is not necessary for you to sign this statement though you may if you wish.

In a comparison between the tapes and workbook and a regular lecture:

	<u>Section A</u>	<u>Section B</u>	<u>Total</u>
Did you find the tapes and workbook			
much more interesting	8	6	14
more interesting	6	7	13
about the same in interest	1	2	3
less interesting	0	2	2
much less interesting	0	1	1
From the tapes and workbook did you retain			
much more	10	5	15
more	3	8	11
about the same	2	3	5
less	0	1	1
much less	0	1	1
With the tapes and workbook did you			
take much better notes	12	8	20
take better notes	3	9	12
take notes of about the same quality	0	1	1
take worse notes	0	0	0
take much worse notes	0	0	0
Did the workbook help you learn to take better notes in other classes?			
Yes	8	7	15
No	7	11	18
Did listening to your own speeches help you improve your speaking?			
very much	8	3	11
much	3	4	7
some	4	9	13
little	0	1	1
none	0	1	1

	<u>Section A</u>	<u>Section B</u>	<u>Total</u>
How many times did you make up tapes you missed?	0.60	0.31	0.91
Based on your experience with this course, would you			
prefer a course which utilizes some taped lectures with workbook and discussion periods	14	13	27
have no preference between a course with tape/workbook and traditional lecture method	1	1	2
prefer a course with the traditional lecture only	0	3	3
Did you mind going to one speech class a week knowing you would hear a taped lecture (with workbook) rather than going to class knowing you would hear the instructor speak in person?			
no, not at all	13	12	25
no, because I soon adapted	2	3	5
yes, periodically had this feeling throughout the course	0	3	3
yes, felt this strongly throughout the course	0	0	0